

REPORTS
OF THE
SELECTMEN, TREASURER,
AND
SCHOOL COMMITTEE
OF THE
TOWN OF HUDSON,

YEAR ENDING MARCH 1ST, 1882.

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1882.

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REPORTS
OF THE
SELECTMEN, TREASURER,
AND
SCHOOL COMMITTEE
OF THE
TOWN OF HUDSON,
FOR THE
YEAR ENDING MARCH 1ST, 1882.

NASHUA:
M. V. B. GREENE, PRINTER, STATIONER AND BINDER.
1882.

REPORT OF THE SELECTMEN.

Taxes assessed in April, 1881.

Total amount assessed and committed to Collector, including State, County, Town, School and Non-Resident highway tax,	\$4,780 22
Dog tax,	74 00
	—————
Total amount collected,	\$4,234 89
Amount uncollected,	619 33
	—————
	\$4,854 22

RECEIPTS BY THE SELECTMEN.

Received of J. H. Thurber, canceling insurance policy on T. F. bridge,	\$ 11 25
borrowed money,	10,450 00
N. P. Webster, tramp house	20 00
City of Nashua, lighting T. F. bridge to Sept. 23,	50 68
State Treasurer, bounty paid on hawks,	180 80
State Treasurer, Insurance tax,	4 50
State Treasurer, Railroad tax,	247 66

Received of State Treasurer, Savings	
Bank tax,	\$1,157 68
State Treasurer, Literary Fund,	81 27
State Treas., reimbursement on State tax, '80,	68 00
State Treas., abatement for State tax, 1881,	68 00
County Treas., reimbursement on County tax, 1880,	47 00
County of Hillsborough, for support of county paupers,	107 06
John L. Senter, and estate of Charles E. Senter, payment of note,	1,011 27
J. B. Merrill, for post, oil-can, etc.,	5 00
	----- \$13,510 17

TOWN EXPENSES.

Highways and Bridges.

Paid Elijah Richardson, stringers for bridge, dist. No. 2, 1880,	\$ 1 40
Benj. E. Blanchard, land damages on new highway,	5 00
Alden Hills, labor on highway and breaking roads, dist. No. 14, 1880-81,	29 82
Benj. N. Kidder, breaking roads district No. 21, 1880-81,	19 54
Wm. H. Allen, breaking roads in district No. 17, 1880-81,	4 50

Paid Charles E. Senter, breaking roads district No. 15, 1880-81,	\$ 7 23
Andrew J. Smith, breaking roads district No. 8, 1880-81,	3 75
Tyler Thomas, labor on highway and breaking roads in district No. 11, 1880-81,	11 33
Rob't A. Andrews, breaking roads district No. 13, 1880-81,	9 20
Timothy Donahue, breaking roads district No. 9, 1880-81,	6 39
Charles Steele, breaking roads district No. 18, 1880-81,	20 64
David M. Greeley, gravel pit for highway,	25 00
Steele & Winn, plank for bridges and surveying the same,	56 43
C. W. Spalding, cash paid for post and railing for highway dist. No. 12 and labor on highway,	8 00
James E. Cornell, gravel, lumber and labor putting up railing district No. 3,	18 75
Cross & Tolles, post for railing district No. 3,	6 74
Samuel R. Simpson, land damages on new highway,	15 00
C. W. Spalding, cash paid for labor on new highway from Beaver brook to Pelham road,	29 37
James B. Merrill, oil, lanterns and lighting T. F. Bridge to Sep- tember 23,	34 65
James B. Merrill, snowing T. F. Bridge,	10 00
	—
	\$322 74

INCIDENTAL EXPENSES.

Paid D. M. Greeley, cleaning and taking care of town house,	\$ 6 00
M. V. B. Greene, printing town reports, 1881-2,	30 00
Hiram Cummings, patching roof on town house,	1 50
M. V. B. Greene, collectors' book, surveyors' book, record book, blank appointment orders & printing notices and stationery,	7 10
M. E. Colburn, administratrix of estate of Sarah Colburn, tax of 1879, refunded on deposits in Mass. Savings Banks,	10 31
Mark Batchelder, bounty paid on 436 hawks,	87 20
A. & H. C. Robinson, public watering trough,	6 00
E. A. Martin, keeper over Frank Hadley,	15 00
Kimball Webster, setting bounds, surveying, and making deeds,	6 50
Chas. W. Spalding, cash paid for blank receipt books, and recording deeds,	2 30
A. F. Stevens, counsel Nov. 1880, certificate of deposit and drafting act for abatement of State and County tax,	6 00
C. W. Spalding, expense to Concord, paying State tax, and copies of marriages, births and deaths for 1878-9,	4 00

Paid C. W. Spalding, bounty paid on 288 hawks,	\$57 60
C. W. Spalding, cash paid city clerk of Haverhill searching records and copy of marriage of Rose Richardson,	1 00
J. E. & O. O. Armstrong, for pub- lic watering trough one year to March 1, 1882,	3 00
J. K. Wheeler, for public watering trough one year to March 1, 1882,	3 00
David Clement, for public water- ing trough one year to Mch. 1, 1882,	3 00
C. W. Spalding, for public water- ing trough one year to Mch. 1, 1882,	3 00
Daniel Gage, for cash paid for printing school notices and one school book,	1 35
Moses Davis, services as sexton with hearse at nine funerals,	36 00
G. B. French, for cash paid for copies of petition of Litch- field and other towns in br'dg case,	4 90
C. W. Spalding, for cash paid wit- ness fees and expense in Hadley case,	9 75
C. W. Spalding, expense in pro- curing abatement of State and County tax,	3 00
C. L. Spaulding, taxes for list of 1880,	12 20
O. C. Moore, printing tax bills,	2 25

Paid C. L. Spaulding, for non-resident highway tax receipt, 1880-1,	\$55 30
Philip H. Connell, for overassess- ment by error in return of inventory blank,	5 39
G. B. French, counsel for town,	11 00
	—
	\$393 69

TOWN OFFICERS, 1881.

Paid C. L. Spaulding balance due for collecting taxes, 1880,	\$9 60
E. A. Marlan for services as Po- lice Officer,	9 00
Daniel Gage, for services as Su- perintending School Com- mittee,	50 00
James B. Merrill, for services as Town Clerk,	20 00
James B. Merrill, for services as Town Treasurer,	25 00
C. W. Spalding, for services as Selectman and Overseer of the Poor,	100 00
Mark Batchelder, for services as Selectman and Overseer of the Poor,	65 00
Arthur S. Andrews for services as Selectman and Overseer of the Poor,	54 00
Charles L. Spaulding, for part payment for collecting for 1881,	85 00
	—
	\$417 60

NOTES AND INTEREST PAID.

Paid Alden E. Cummings for endorse-	
ment on note,	\$800 00

	\$800 00

SCHOOL MONEY.

Paid George Wilson, District No. 1,	\$172 55
Joseph F. Pollard, " "	2, 155 00
Daniel Gage, " "	3, 120 00
Alonzo G. Hutchins, " "	4, 153 56
Alvin Hamblett, " "	5, 153 56
Louisa M. Marsh, " "	6, 153 56
Daniel A. Colburn, " "	7, 124 47
Arden C. Cross, " "	8, 124 47
Fred R. Marshall, " "	9, 124 47
James H. Shaw, " "	10, 124 47

	\$1,406 11

STATE AND COUNTY TAX.

Paid State tax,	\$1,496 00
County tax,	1,141 25

	\$2,637 25

EXPENSE OF THE POOR.

Paid Levi E. Cross for support of Wm.	
Miller,	\$112 00
Mark Batchelder for board and	
clothing Sarah Doyle,	102 23
Andrew J. Smith, for board and	
clothing Daniel P. Corliss,	261 00

Paid Hillsborough County Farm, board and clothing Wm. H. Smith,	\$98 50
Lima Burns, for support of Luke Burns,	46 50
Moses Davis, for coffin and robe for Luke Burns,	13 00
Jas. Cutter, for support of himself,	6 00
James Carnes, for groceries for James Cutter,	45 00
R. Groves, wood for Jas. Cutter,	5 00
Reuben Spaulding, for wood for James Cutter,	14 46
N. P. Webster, for goods for Jas. Cutter,	4 00
C. W. Spalding, cash paid for gro- ceries for Moses Butler,	1 90
A. Robinson, wood for M. Butler,	2 00
Moses Davis, coffin and robe for Moses Butler,	13 25
Dr. D. O. Smith, medical attend- ance for Moses Butler,	3 00
	—
	\$725 84

SUPPORT OF COUNTY PAUPERS.

Cash paid for relief of Mrs. Rose Rich- ardson,	\$10 00
paid for relief of Geo. Doty,	1 00
paid for relief of Dan'l McKensie	72 26
paid for relief of Emma L. Smith,	21 80
paid for relief of John Smith,	2 00
	—
	\$107 06

TAYLOR'S FALLS BRIDGE

Paid Edmund H. Hewins, for engineering services, T. F. Bridge,	\$ 75 00
Corrugated Metal Co.,	10,139 00
James B. Merrill, for cash paid as per bill for repairing ice breaker,	99 93
James B. Merrill, for cash paid as per bill for labor and material grading and raising wing walls at entrance of Bridge,	417 05
Kimball Webster, for cash paid as per bill for expenses on T. F. Bridge,	29 62
Kimball Webster, for Bridge committee for services as committee building T. F. Bridge,	110 00
	<hr/> \$10,870 60

CASE IN COURT.

Paid G. B. French, for cash paid witness fees and for expense in the Greeley case,	\$57 31
A. F. Stevens, attorney for Sanna C. Greeley, for cost and damages awarded in her case,	788 74
E. F. McQuesten, for attending court in Greeley case,	15 00
E. B. Hammond, for attending court in Greeley case,	10 00
G. B. French, for expense and counsel for town in Greeley case,	83 57

Paid C. H. Burns, preparation and plea in Greeley case,	\$80 00
	----- \$1,034 62

RECAPITULATION.

Paid on account of highways and bridges,	\$322 74
Incidental expenses,	393 69
Salaries of town officers,	417 60
Notes and interest,	800 00
School money,	1,406 11
State and County tax,	2,637 25
Expense of the poor,	725 84
Support of County paupers,	107 06
Taylor's Falls Bridge,	10,870 60
Case in court,	1,034 62
	----- \$18,715 51

LIABILITIES.

DEMAND NOTES.

Martha W. Marsh,	\$ 423 93
Samuel A. Steele,	518 75
Persia A. Merrill,	1,543 75
Austin Blodgett,	1,025 00
Franklin Wilson,	1,025 00
James M. Coburn,	1,025 00
Louisa M. Marsh,	816 68
Amos Winn,	1,525 00
Daniel T. Gage,	1,017 50
George T. Gowing,	1,012 50
Alden E. Cummings,	861 14
Amory Burnham, two notes,	3,127 04
Charles H. Newcomb,	1,276 26
	----- \$15,197 55

Dog tax collected 1880,	\$74 00
Due School District No. 2,	30 55
" " " " 3,	16 75
	————
	\$121 30
	————
	\$15,318 85

ASSETS.

NOTES AND BILLS DUE.

Joseph Fuller, note,	\$183 55
State Treasurer, cash paid for bounty on hawks.	2 60
County of Hillsborough, for abatement on County tax of 1881,	39 57
Charles L. Spaulding, Collector, inter- est not included,	619 33
Cash in Treasury,	658 30
Total assets,	———— \$1,503 35
Actual debt of the town,	\$13,815 50

CHARLES W. SPALDING,
 MARK BATCHELDER,
 ARTHUR S. ANDREWS,
Selectmen of Hudson.

HUDSON, N. H., MARCH 1ST, 1882.

TREASURER'S REPORT,

FOR THE
YEAR ENDING FEB. 28TH. 1882.

To cash in Treasury March 1, 1881,	\$928 52
Received of the Selectmen from J. H.	
Thurber, insurance,	\$11 25
of City of Nashua, for light-	
ing T. F. Bridge,	50 68
N. P. Webster, for tramp	
house,	20 00
State Treasurer, abatement	
tax, 1880 and 1881,	136 00
Insurance tax,	4 50
Railroad tax,	247 66
Savings Bank tax,	1,157 68
Literary Fund,	81 27
Bounty on hawks,	180 80
Hillsborough County,	154 06
J. L. & C. E. Senter, note,	1,011 27
Cans and posts sold,	5 00
Borrowed money,	10,450 00
	—————
	\$13,510 17
Received of Charles L. Spaulding, col-	
lector for 1880,	\$706 23
Charles L. Spaulding, col-	
lector for 1881,	4,234 89
	—————
Total amount of receipts,	\$19,379 81

DISBURSEMENTS.

Paid County tax,	\$1,141 25
State tax,	1,496 00
146 Treasurer's orders drawn by the Selectmen for the year ending February 28th, 1882, amounting to	16,084 26
Total disbursements,	----- \$18,721 51
Cash in Treasury March 1, 1882,	\$658 30

JAMES B. MERRILL,
Treasurer of the Town of Hudson.

We have this day examined the foregoing accounts of James B. Merrill, Town Treasurer, and find them correctly cast and each payment properly vouched.

CHARLES W. SPALDING,
MARK BATCHELDER,
ARTHUR S. ANDREWS,
Selectmen of Hudson.

HUDSON, N. H., MARCH 1ST, 1882.

R E P O R T
OF THE
BRIDGE COMMITTEE.

At the annual town meeting held March 8, 1881, Kimball Webster, Stephen D. Greeley, Osgood Hill, James B. Merrill and Enoch Cummings were chosen a committee to examine Taylor's Falls Bridge, and to consider what in their judgment would be best, to repair or to rebuild, and report at an adjourned meeting on the 22d, to which time the meeting was adjourned.

At the adjourned meeting March 22, 1881, the committee made a report, of which the following are extracts.

"While it may be possible to repair, yet the repairs required are so extensive, and the expense would be so great, your committee is unanimous in the opinion that it would be inexpedient and unprofitable, and that a new bridge is an imperative necessity, and that *decided* and *immediate* action should be taken, leading to its construction the present year."

"Your committee has made some investigation in relation to *iron* as compared with *wooden* bridges, and, so far as this investigation has extended, we are of the opinion that a good, substantial, iron structure would be equally as safe and far more durable; and notwithstanding the first cost would be a little greater, the expense for repairs

would be comparatively small, with no necessity for insurance, and, as we at present believe, would prove a better investment for the town."

The following action was taken :

"*Voted*, To accept the report of the committee chosen to examine Taylor's Falls Bridge."

"*Voted*, That the same committee, viz., Kimball Webster, Osgood Hill, Stephen D. Greeley, James B. Merrill and Enoch Cummings, be authorized to confer with the committee appointed by the city government of Nashua and take such action as they think proper in relation to rebuilding Taylor's Falls Bridge, with full authority to act for the town of Hudson, and also to repair the ice pier near the bridge."

Your committee acting under and by virtue of the foregoing vote and instructions, and in concert with a committee for the city of Nashua, proceeded to procure specifications for a bridge, such as was deemed of sufficient strength and capacity for the location.

These specifications were placed in the hands of the most noted and reliable bridge building companies of the country and proposals solicited.

Proposals were received from four companies for as many different kinds of wrought iron bridges, and from one for a wooden bridge.

Mr. E. H. Hewins of Boston, an experienced bridge engineer, was employed to carefully figure the strains in every part of the several bridges, and ascertain the strength of each, from the drawings furnished with the proposals. The result was that he recommended the proposal of the Corrugated Metal Co., of East Berlin, Conn., as being the best in several respects.

It was decided to raise the grade of the bridge two feet above the old one, which necessitated stone masonry upon the piers and abutments of about five feet in height.

The contract was awarded to the Corrugated Metal Co. for \$19,500. The stone work under the bridge was included in the contract, the contractors to have the old structure and to remove the same.

A considerable amount of stone work and grading was required near the end of the bridge, which has been done in a thorough manner, and an iron railing placed upon each side.

After the bridge was placed in position and opened for travel, it was thought that the protection upon the south side was insufficient, and an additional railing has been put on.

By request of the joint committee, owing to the lateness of the season and bad weather, the painting above the floor was deferred.

The paint is in the possession of the committee and is to be applied by the contractors in the spring; one hundred dollars being withheld for that purpose,—fifty dollars by this town.

Your committee, relying upon the skill of the engineer, and upon the judgment of the several members of the two committees, believed they were getting a good bridge, and, so far, see no reason for a change of that opinion. The cost of the bridge and the expense connected therewith, to the town of Hudson, and the expense of repairing the ice pier, are shown below.

Contract with Corrugated Metal Co.,	
for one-half of bridge,	\$9,750 00
Corrugated Metal Co., for railing at	
end of bridge,	189 00
Corrugated Metal Co., extra railing,	250 00
C. J. Griswold & Son for extra work	
on pier and abutment,	53 00
C. W. Spalding, for stone,	132 00
For labor fitting and laying stone,	113 45

For sewer pipe and grate, use of derrick, cement, blacksmithing, etc.,	\$49 30
grading,	69 30
services of engineer,	75 00
traveling expenses, postage, etc.,	29 62
	————— \$10,710 67

EXPENSE OF REPAIRING ICE PIER.

For stone,	\$10 80
labor,	66 50
blacksmithing,	6 94
use of derrick,	5 00
iron, spikes and cement,	10 69
	————— \$99 93
Total amount,	\$10,810 60
Reserved for painting,	50 00
Amount paid,	\$10,760 60

KIMBALL WEBSTER,
 S. D. GREELEY,
 OSGOOD HILL,
 J. B. MERRILL,
 ENOCH CUMMINGS,
 COMMITTEE.

ANNUAL REPORT

OF THE

SUPERINTENDING SCHOOL COMMITTEE

OF THE

TOWN OF HUDSON.

FELLOW CITIZENS:

As a part of our official duty your committee submit the following report of the condition of the schools the past year.

The observation and experience of another year's intercourse with your schools and teachers furnish ample material for thought and consideration; but the brevity of a single report will not allow of our submitting to you all that may with propriety be said in relation to them, but shall conform to the letter of the law, which requires us to present such information as may be found in the following table, with such suggestions as may be useful.

LIST OF SCHOOL OFFICERS & TEACHERS.

DISTRICT No. 1. Prudential Committee, George H. Wilson. Teachers, First term, Etta Marble, Alice L. Barron ; Second term, Alice L. Barron.

DISTRICT No. 2. Prudential Committee, Joseph Pollard. Teacher, First term, Carrie J. Reed : Second term, Linnie F. Butler.

DISTRICT No. 3. Prudential Committee, Daniel Gage. Teacher, First and Second terms, Gertrude A. Rodliff.

DISTRICT No. 4. Prudential Committee, L. Hutchins. Teacher, First term, Etta S. Marble ; Second term, Etta A. Barker.

DISTRICT No. 5. Prudential Committee, Alvin Hamlett. Teacher, First term, Carrie A. Scott : Second term, R. Lilian Scott.

DISTRICT No. 6. Prudential Committee, Louisa M. Marsh. Teacher, First term, Emma Greeley ; Second term, James T. Jones, Fannie E. Brown.

DISTRICT No. 7. Prudential Committee, Daniel Colburn. Teacher, First term, Etta A. Barker : Second term, M. B. Titcomb.

DISTRICT No. 8. Prudential Committee, Arden Cross. Teacher, First and Second terms, Emma Greeley.

DISTRICT No. 9. Prudential Committee, F R. Marshall. Teacher, First term, Alice M. Allen ; Second term, Euminnie S. Flanders.

DISTRICT No. 10. Prudential Committee, Jas. H Shaw. Teacher, First and Second terms, A. M. Cummings.

					No. of District.
					No. of Terms.
					Length of School in Weeks.
					Whole No. of Pupils.
					Average No. of Pupils.
					No. of Pupils between 5 and 15 not attending any School.
					Wages of teacher per Month, including board.
					No. visits by Superintendent.
					No. visits by Prud. Com.
					No. visits by Parents and Citizens.
					No. Pupils studying Reading.
					No. Pupils studying Spelling.
					No. Pupils studying Penmanship.
					No. Pupils studying Arithmetic.
					No. Pupils studying Geography.
					No. Pupils studying Grammar.
					No. Pupils studying History.
					No. Pupils studying Composition.
					No. Pupils studying Higher Branches.

*Fractions.

†The registers were minus the blanks for reporting the number studying the common branches.

ROLL OF HONOR,

*Including the names of all pupils who have been present
every half day of a term without being tardy.*

DISTRICT No. 1 Jessie L. Burnett, Frankie Scott.

DISTRICT No. 2. Emma B. Winn, Susie M. Winn, Jennie C. Winn, Katie L. Groves, Emma B. Colburn.

DISTRICT No. 3. Gertie Chamberlain, Clara M. Gage, Helen M. Morrison, Cora E. Smith.

DISTRICT No. 4. Millie Willouby, Nina Emerton, Minot Steele, Charlie Sheldon, Frankie Joy, Hermon Wiggen, Albert Hutchins, Jo. Hutchins, Freddie Newcomb, Charlie Batcheler.

DISTRICT No. 5. Mary E. Hamlett, Nellie E. Smith, Mary E. McCoy, Annie J. Smith, Lottie B. Kennedy, Louella Malhoit, Mabel Buttrick, Belle Buttrick, Arthur W. Smith, Perley B. Smith, Fremont H. Hamlett, Philip Malhoit, Bertha M. Hamlett, Kate Wentworth.

DISTRICT No. 6. Julia A. Webster, Mary N. Webster, Willie C. Wilmot, Walter W. Wilmot, Harry S. Baldwin.

DISTRICT No. 7. Hattie L. Robinson, Mattie E. Farnham.

DISTRICT No. 8. Belle Buttrick, Mabel Buttrick, Herbert Cross.

DISTRICT No. 9. Waldo B. Campbell, Frank Robinson, Flora E. Putnam, Florence E. Putnam.

DISTRICT No. 10. Maud S. Andrews, Gertrude H. Smith, Bertie G. Smith, Hermon O. Shaw.

S C H O O L S.

We propose to speak of the schools in a general way. A review of twenty terms, pointing out their excellencies and defects, many of which are similar in character, would necessitate much useless repetition; neither would it add much to the information which can be stated in a general way.

CONDITION OF.

In addition to the information contained in the foregoing table, we will state briefly that our schools the past year have been those of average order and progress. There has been as little friction in their working as in any former year. Superintending committees, prudential committees, parents, teachers and pupils, have labored together in harmony. A common interest and a common cause has animated all. The relation of teacher and pupil has, as far as the committee have observed, been of kindly feeling. In District Nos. 3 and 10 the friendly feelings of pupils for their teacher were expressed by the presentation of appropriate gifts. There may have been similar expressions in other districts that have not come to our knowledge. With a slight exception, no complaint of severity of government on the part of the teacher, or of insubordination on the part of the scholar, has come to our ears. Discipline has been secured and maintained by gentle means. Teachers have been for the most part faithful and pains-taking. They have, in almost every instance, co-operated

with the committee in school work, and received suggestions in a spirit of kindness. In our best schools good work has been done. They have been characterized by thorough and efficient instruction and healthy discipline on the part of the teacher, and good progress and respectful conduct on the part of the pupils. The teachers have proved themselves workmen that need not be ashamed. A noticeable feature in our best schools was that the teachers kept their pupils continually employed. They knew not idle moments. Some pleasant and profitable subject ever engaged their thoughts. The ever active mind of the child, if not engaged in that which is profitable, will be continually devising that which is wrong and hurtful to its own interests and that of the school. But our schools have had their "shady side" as well as their sunny side—dark places in which there has been a great waste of time and treasure.

Several terms have not met our expectation. They have lacked the most vital element of a good school—order and attention to studies. It would be well for the parents of these districts to visit their school-rooms, and see for themselves the necessity of stricter discipline. No mistake should be made the coming year, but only teachers of known ability should be employed to take charge of these schools; and then heartily sustained in eradicating those evils which have so firm a hold upon them. Where there have been failures, or partial failures, it has been not so much from want of literary qualifications or of faithfulness on the part of the teacher, as from a want of energy, force of character and of disciplinary powers.

We intend no reproach. It is none. They have only mistaken their calling. Because they are not successful in the school room is no indication that they have not abilities for success in other lines of effort. Energy and enthusiasm are essential to success in any calling. This rule has a special significance when applied to the work of the school-room.

By energy we do not mean noise, bustle, motion without progress, like the movements of the insect on the window-pane that buzzes in its place but makes no advancement.

The peculiar nature of the duties of the school-room taxes the nervous system and tends to weariness and depression of spirits.

To counteract this the teacher must possess energy, elasticity and vigor of mind. Scholars will almost invariably partake of the spirit of their teacher. The ACTIVE teacher will inspire his pupils with enthusiasm, and a love for study. A SPIRITLESS teacher will stupefy the mind and dampen the energies of almost any scholar, and their school will become the "sepulchres of intellect where talents are buried."

ATTENDANCE.

Irregularity of attendance continues to be an evil in our schools. This evil is a theme of frequent discussion in school reports, and the only excuse for again mentioning it is that it is an evil which still exists. A glance at the absent and tardy columns of the registers shows that some of our youth "don't care whether school keeps or not."

This evil is to some extent unavoidable; sickness, storm, impassable roads and various causes prevent regular attendance. But when so many are absent or tardy, there must be remissness some where. This evil is often apparent when in our examination of schools, failures on the part of some pupils have been excused by the teacher's remarking—"irregular attendance." To correct this evil is beyond the power of the committee or of the teacher. It is pre-eminently the work of the parent.

To those whose names are recorded upon the roll of honor—and indeed it is a ROLL OF HONOR—the habits of punctuality which you are forming will be of untold value to you through all your lives.

APPARATUS.

Additions are being made to our school apparatus from year to year. District No. 6 has, by the liberality of its citizens, adorned the walls of their school-room with a series of Mitchell's Outline Maps. We would suggest to the citizens of District No. 4, that if they would copy the example, the bare walls of their school-room would be much more pleasant and attractive, aside from the usefulness of the maps. They are as necessary to the work of the school-room, as the implements of husbandry to the work of the farmer.

They are needed to awaken an interest and illustrate the facts of science. The Latin proverb, that "men trust rather to their eyes than to their ears," is applicable to the acquisition of knowledge.

SCHOOL BOOKS.

A change in some of our text-books has been made the past year. A change in this department creates a little sensitiveness ; but there are times when it becomes an imperative duty, and must be fearlessly discharged, and the odium incurred. It is a step which should not be hastily taken and only after due consideration.

Too frequent changes in text-books is an evil. The fault often lies, not with the text-book, but in the manner of imparting instruction from it. A competent teacher will make any book useful and interesting to a scholar. A lack of uniformity in text-books in Geography embarrassed some of our teachers in properly classifying their pupils, and they applied to the committee for relief. After thoroughly examining and comparing the two leading books in use, it was decided to complete the exchange of Swinton's for Harper's Geography already begun by a former committee. Although the first expense is greater, we feel

confident that it will prove the cheapest in the end. We have noticed a disposition in some places to introduce unauthorized books. We hope that no change in them will be made except on recommendation of the committee. The question is not whether the books so introduced are better or worse than those recommended, but whether it will be best for the schools to take this business out of lawful hands and place it in the hands of parents and teachers.

DISCIPLINE.

Thorough and judicious discipline, mental, moral and physical, is the great work of the school-room. Upon this depends the efficiency and success of our schools. A failure in any one kind of discipline is a failure to reap the full advantage of our school privileges. By discipline we do not mean order simply. A school may be orderly but undisciplined. Order may be secured by mere brute force, by an appeal to the baser motives. That discipline is best which secures good order, studious habits, and right conduct by the best means, by those influences which tend to elevate the character and inspire a love of excellence. In some instances this is more beautiful in theory than in practice. There are SOME who cannot be influenced by the higher motives, but a good, sound flogging is the kind of SCHOOLING they need.

PHYSICAL DISCIPLINE.

With honorable exceptions, sufficient attention is not paid by our teachers to the physical condition of the school-room or to the physical training of their pupils. The object of education is to produce, as far as human agency can, "sound minds in sound bodies." Care should be taken that the school-room be neat and tidy, that its

temperature be not the extremes of heat and cold, and properly ventilated. Scholars should be trained to habits of erect position in their seats and at recitation, and proper attitudes in all their movements in the school-room. It has been painful to notice in some of our schools the various swinging, swimming, corkscrew movements of the scholars, and their ungraceful, unnatural positions at recitation. Pupils should be taught to sit well, stand well and walk well. One of our teachers introduced into her school calisthenic exercises with, as we think, beneficial results. The spirited execution of these exercises begets prompt action, cheerful feelings, and a return to study with new vigor.

STUDIES.

READING.

Thorough training in the art of reading is too much neglected in many of our schools. It is not TAUGHT to any extent compared with other branches. Scholars are allowed to go through with this exercise as a matter of course without giving any attention to proper articulation, modulation, expression or emphasis. The style of reading in some of our schools is hardly respectable. It is difficult sometimes quietly to listen to the careless muttering of what is styled reading. To clip the vowels and disregard the final consonants and all rules of punctuation is not reading. Many who are old enough to be respectable readers can not enunciate clearly and unhesitatingly words of five or six syllables. The difficulty arises from not having been sufficiently drilled in the elementary sounds of the language. Those whom we class among our best teachers are frequently deficient in knowledge of those elements. No one can teach others to read who is not a good reader himself; and to

become such requires great care and attention. Early youth is the time to form correct habits of reading, for then the vocal organs are pliant and in a condition to be trained at the will of the teacher.

At the earnest solicitation of the committee some of the teachers gave special attention to this branch and secured marked improvement. There are a few pupils in our schools where reading is very creditable. We wish to see the dull, monotonous, unnatural style of reading banished from our school-rooms. A proper amount of attention has been given to Spelling, both written and oral. The ability to spell correctly must be acquired while young. Our language is so irregular in its orthography that no rules for spelling of much value can be given; it is a work of the memory and must be done when this faculty is the most tenacious.

GRAMMAR.

There is a disposition to give too much attention to the analysis of sentences, while the elements of Grammar are neglected. We find many who are very much at home in the high sounding propositions of Greene's Analysis but fail to parse correctly the simplest sentences which they so thoroughly analyzed. We would not recommend less attention to analysis but MORE to the elements of Grammar. This branch can not be successfully taught without much oral instruction. A class confined to the text-book alone will pronounce it an uninteresting study. But let a teacher who is competent to impart oral instructions take charge of the class, making the text-book a secondary matter and she will infuse into the class a new life and interest. Good attention has been given to WRITING. The writing-books have almost -without exception been neatly kept and improvement is manifest.

MENTAL ARITHMETIC.

Sufficient attention is not given to this important branch. There is a disposition to leave it too hastily for Written Arithmetic. We hope to see this fault remedied. Mental Arithmetic is of the highest importance, as it is admirably adapted to discipline the mind and develope the reasoning faculties. We would recommend the study of this branch to all scholars.

THOROUGHNESS.

We have endeavored to impress upon teachers the importance of thorough instruction in the elements of education. We meet with much that is superficial in the work of our schools. There is a propensity on the part of pupils—sometimes encouraged by parents and teachers—to pass over their studies without thoroughly mastering them. Much is learned mechanically with but little application of the reasoning powers, and, indeed, with but little real thinking. In Arithmetic rules are committed to memory and problems solved by implicitly following these rules ; yet there is but a very imperfect understanding of the reason of the several steps taken in its solution. So in other branches ; definitions, rules, principles are well committed to memory, yet of but little value ; the exercise is but a mere operation of the memory, a learning of words without ideas. Yet care must be taken to avoid the other extreme of keeping pupils back too much, and in this way destroy their ambition for further improvement. “*Make haste slowly,*” should be the motto.

Then there is a neglect of a practical application of what is learned. We find pupils, for instance, working in cubic measure, who, when asked to give the number of cords in a certain pile of wood, fail. Other similar illustrations might be given, but this serves our purpose. We refer to these points merely in the way of suggestion to teachers and parents.

DEFINITENESS.

We have noticed that a want of definiteness is a source of many evils in the school-room. A teacher should always be definite. Scholars need to know just what is expected of them and what is not; just where the lesson begins and where it ends; what is allowed in school and what is not. Indefiniteness is the cause of a large amount of misunderstanding and confusion in the school-room.

TEACHERS.

The ability of teachers is the key-stone that spans the whole arch of improvement in our system of free schools; in fact we can scarcely conceive a vocation requiring a more rare combination of peculiar qualifications than the successful teacher. Some lack in the ability to govern properly, some in the faculty to impart knowledge accurately and logically; some in wisdom, some in patience, while MANY apparently regard teaching as mere DRUDGERY, and they accept it for a few weeks, or months, as a diversion, pastime, or stepping-stone to some more agreeable or possibly, in their estimation, more honorable calling. Hence the large amount of disinterestedness and gross indifference (may we not call it in some instances INDOLENCE?) which is easily discernable in quite too many of our schools.

Too often do we find teachers practicing the easy habit of simply asking the questions given in the book, and requiring only the prescribed answer; of demanding the solution of the examples given, according to the rule already made, and excuse themselves from testing the scholar's intellectual strength by requiring discussion of the principles involved in his own language, because they say they have not time, even in a school of LESS THAN A DOZEN SCHOLARS. Teachers will impress their own character on

the minds and hearts of their pupils, good, bad or indifferent. If the heart of the teacher is not in her work the pupils will be careless and negligent and perform only so much labor as is absolutely required.

The present lack of interest in their studies, so universal among the scholars, is fatal to all true intellectual growth. Unless their energies can be enlisted in the work, there can be no full, manly development. It will be partial, superficial, substituting artifice for nature, duplicity for simplicity, choosing to accomplish its purpose by finesse and trick rather than by an open, straight-forward and honest course. The faults of society are very generally the faults of early instruction; and we have only to observe in what particular society fails to know when to begin reform in our own schools. If men are not open and honest, if they are hidden and heartless in their dealings, saying what they do not mean, professing friendships they do not feel, knowledge they do not possess, it is very much because they are so educated. Children are not so. They are simple and artless. Sometime and somewhere between childhood and manhood the great change is produced, and we fear that it is in the course of early instruction that the head and heart get separated and do not readily come together again.

The great object constantly before the mind of the teacher should be to induce in the scholar the habit of investigating for himself, that he may discipline the powers of his mind and gain such complete mastery of them as to concentrate their united action and greatest energy at will. It is pure power we want, not bulk. Intellectual strength is more desirable than extended information.

EXAMINATION OF.

The first and most responsible duty connected with our schools is the examination and selection of teachers. It is one which should not be hastily nor carelessly discharged.

If they are to take a higher position in usefulness, the work must be begun with the teachers. We ought not to rest satisfied until our schools are placed upon a level with those of our neighboring towns ; or until, at least, there is no occasion for the remark that "any one can get a school in Hudson."

In our examination of teachers it has been our aim, not so much to learn the extent of their knowledge, as to ascertain their ability to elucidate and explain general principles. They may be profound scholars, but if they lack this one thing needful, they are unfit for the work of the school-room.

We trust that if in the rejection of applicants, personal interests have been interfered with, it will be remembered that the general good sometimes requires such a sacrifice. If we have erred it has been, we think, on the side of leniency.

Too much cannot be said in praise of our Common School System. The highest encomiums have been deservedly passed upon it. But there are evils connected with it as it exists in our rural towns which must be removed before we can enjoy its full privileges. We refer to the district system and its attendant evils. This is a topic which has been presented to the public in every variety of form ; and it may be in bad taste to try to secure the attention of unwilling ears. But it is difficult to withhold the expression of clear convictions of an evil which so clearly stands in the way of any considerable improvement in our schools. First : It prevents the securing of as high an order of teachers as the town system. Prudential committees are chosen without any reference to their qualifications for securing the best instructors, but because it is their "turn," or because they have a friend or somebody's friend that wishes to teach their school. Second : It necessitates a frequent change of teachers—a prolific source of evil to our schools. What would be the effect of a semi-annual

change of clerks in our large mercantile houses, or of agents in our manufactories, or of physicians in our families? Would you, fellow citizen, send your child to a private school in which there was a change of teachers every term? One season a teacher fully qualified is employed and the school advances—the next an incompetent one and it recedes. This continual fluctuation prevents our schools from attaining any character.

In reviewing the results of the year we would express the opinion that the progress of our schools has been commensurate with the means and attention bestowed upon them by the public. But a wide field of improvement lies open to them.

Your committee have endeavored to perform their duty faithfully, while the teachers have for the greater part striven to be faithful, and some are deserving of marked approbation. If our schools are successful in intellectual culture and fail to cultivate good manners and morals they fall far short of the object of education.

The pupils in our schools are soon to fill our places, whether with honor or dishonor depends in no small measure upon the training we give them.

**DANIEL GAGE,
SUPERINTENDING SCHOOL COMMITTEE.**

Hudson, N. H., March 1, 1882.

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